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ABSTRACT

A program plan was developed at Butler University (Indiana) which responds to the call for teacher education reform. The Butler response incorporates research of the professional educational community; reflects the direction of the university at large and the college of education in particular; addresses the needs of students at the university; and speaks to the children, teachers, and administrators who teach and learn at the elementary and early childhood levels. The document is organized into three parts. Following an introduction, a rationale articulates and defines elements crucial to quality educational preparation (teacher thinking, technique, and behavior), along with a profile of a Butler student. The second part, Distinguishing Features of the Program, includes theoretical elements, programmatic elements, course elements, and evaluation. The final section offers course sequence, a three-block design, and a program certification plan. Four appendices contain copies of the Butler College of Education Competencies; Early Childhood Certification; Faculty Load; Clinical School Descriptions; and Course Syllabi. (LL)

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SITE-BASED COLLABORATIVE EARLY CHILDHOOD/ELEMENTARY PRESERVICE PROGRAM

by

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October 25, 1991

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I. Introduction

The 1980's spoke angrily to the educational community with it's calls for reform (A Nation at Risk, by The National Commission on Excellence in Education; A Nation Prepared, by The Carnegie Task Force on Teaching as a Profession; Tomorrows Teachers, by The Holmes Group, etc...). The present state of affairs continues in this vein, with parents, politicians and other constituencies calling for change. Teacher education, in particular, is singled out as a point of focus. John Goodlad, in his recent study on the preparation of teachers "argues that the reform of schools and of teacher education must go hand in hand: 'These two things have to be absolutely, fundamentally linked.'" (Education Week, October 24, 1990, p. 12). With the ever increasing complexities and problems that the world presents to us, the 1990's demands a response.

In teacher education our response must be clear in its perspective and consistent in its implementation. The response must incorporate the research of the professional educational community. The response must also reflect the direction of the university at large and the college of education in particular. In addition, the response must address the needs of the students at the university. Finally, the response must speak to the elementary and early childhood schools to whom we, as teacher educators, are ultimately responsible (the children, teachers and administrators who do the real work of teaching and learning). This program plan is just such a response.

The Elementary and Early Childhood programs now at Butler University are already known by personnel directors, principals and other educational professionals. These people all want to have our

graduates in their schools. Yet the fine caliber of student we get and the reputation we have is still not enough. We want to go beyond this to create a program of excellence and distinction, as is called for in The Butler Blueprint (p. 1). We have spent the last year and a half looking at the best of what we have and held that up against what we might become. What follows is the fruits of our labor.

II. Rationale

Goodlad noted the lack of program coherence and definition in an overwhelming majority of teacher education programs (Kappan, November 1990. pgs 187-189). An integrated and cohesive approach to teacher preparation appears somewhat atypical as noted in the recent SEE report. The conclusions from this study indicated that:

> In only three of the 29 institutions in the SEE study were teacher preparation programs based on a coherent, articulated, and commonly shared vision of what it means to be a teacher...This lack of a shared vision limits the ability of programs to direct energies toward a common end and makes it difficult to measure program effectiveness adequately." (Edmunson, p.718).

There is nothing startlingly new in these pages. What is significant is that we in the elementary/early childhood program have conferred over a considerable period of time as a cohesive unit and come to a consensus concerning the following questions:

> What is it that we believe about teacher education?
> How might those ideas look in practice?
> How can we incorporate the best of the calls for reform, the goals of the college and university, as well as the needs of the students here at Butler and the schools in the community?
> How could those ideas be implemented here at Butler?

In short, what defines our program beyond the mere accident of particular students and teachers being here at a given time?

We begin by articulating and defining the elements that we believe are crucial to quality educational preparation. These elements are grounded in research and the goals of the university and college. They are divided into the three categories: Teacher Thinking, Teacher Technique and Teacher Behavior. We end by highlighting some of the distinguishing features of the program.

The Defining Elements of the Program

A. Teacher Thinking

B. Teacher Technique

C. Teacher Behavior

Note: In the following pages the numbers after each item refer to the fifteen competencies described by the Education Faculty (see Appendix A).

A. Teacher Thinking

Many have decried the lack of real reflection that occurs in our elementary schools, producing curriculums and classrooms based on empty thinking that move forward via momentum. The Carnegie Task Force suggests that teachers need to: "cultivate the habit of reflecting on their own practice." (A Nation Prepared, p. 76). In his massive study, Goodlad lists nineteen postulates for the reformation of teacher education. Number Eleven speaks directly to this issue of reflection: "Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers." (Teachers for our Nation's Schools, p. 290) The Holmes

Group echoes these sentiments, suggesting that we must: "expect an ethos of inquiry to permeate our teacher education programs." (Tomorrow's Teachers, p. 89). Elsewhere they note that teachers should: "exemplify the critical thinking they strive to develop in students." (Tomorrow's Teachers, P. 28). Finally, in his Inaugural Address, President Geoffrey Bannister recommended that we: "provide a place for reflection." (p. 8). It is in this spirit that we now focus our attention, in the form of instructional objectives. However, it is not thinking alone that we are concerned with- it is thinking in context.

The teacher will:

1. analyze and design curriculum to meet individual student needs.

   Competencies met: A 2, 3; B 4, 5; C 1, 3; D 1, 2, 3, 4, 8; E 2, 3, 4,5, 6, 7, 8; F 1, 2, 4; G 1, 4; H 1, 2, 3, 4; I 1, 2.

2. demonstrate a sensitivity to diverse ethnic and cultural groups, integrating this insight into instruction and interaction.

   Competencies met: B 1. 3. 5; C 1. 2. 3; D 1, 2, 3, 4, 5, 6, 7, 8; E 4, 5, 6, 7, 8; F 1, 2, 4; G 4; H 2.

3. demonstrate the ability to reflect openly and honestly about themselves and their assumptions.

   Competencies met: D 4;I 1, 2.

4. be able apply a knowledge base in child growth and development to the classroom.

   Competencies met: A 2; B 1; C 1; E 3, 7; F 1,2; H 4; I 1, 4, 5, 6.

5. demonstrate active participation in their own professional growth and show how that is manifest in their teaching and learning.

Competencies met: A 1, E 1, 2, 9; G 1, 2; I 1, 2, 3, 4, 5, 6.

B. Teacher Technique

The teaching act itself must be a central focus of any teacher education program. The Butler Blueprint steers a course for the University into the 1990's and beyond. It reaffirms our commitment to the "holistic" teaching of our students. (p.4). We heartily endorse this approach, and believe we must pass it along to our student teachers so that future children will be taught in invigorating ways that motivate them to the possibilities for a life of learning. The Holmes group stresses the need for: "interactive teaching as the hallmark of competent professionals."(Tomorrow's Teachers, p. 28). They warn us against: "conducting classes in routine, undemanding ways...that keep students intellectually passive, if not actually deepening their disregard for learning and schooling." (Tomorrow's Teachers, p. 29-30). Goodlad posits: "It is pretentious to describe an occupation as a profession if it is driven by conventions and conveniences of practice...What is called for here is less an inquiry into generic methods...than an inquiry into the means for teaching embedded in the domains of knowledge." (Teachers for Our Nations Schools, pgs. 299 and 58). It is with these thoughts in mind that we approach the pedagogical objectives for our students, attempting to impart a teaching that is active and interactive in both form and content.

The teacher will:

1. utilize concrete instructional modeling to complement goals and objectives.

   Competencies met: E 4, 5, 8.

2. integrate the different curricular areas together.

   Competencies met: E 2, 5, 6, 7, 8; H 3.

3. plan, adapt and utilize a variety of creative, effective and sensory motor experiences which are developmentally appropriate for students.

   Competencies met: B 4, 5; C 1, 3; D 1, 8; E 1, 2, 3, 4, 5, 6, 7, 8; F 1, 2; G 3, 4; H 1, 3, 4; I 1, 5.

4. utilize curriculum resources including instructional technology appropriate to educational goals and objectives.

   Competencies met: A 2, 3; B 4, 5; C 1, 2, 3; D 1, 2, 3, 8; E 1, 2, 3, 4, 5, 6, 7, 8; F 1, 4; G 1, 4 5; H 1, 2, 3, 4; I 1.

5. approach content and individuals in terms of process as well as product.

   Competencies met: A 2; B 4; C 1; D 1, 2, 3, 5, 6, 7, 8; E 2, 3, 4, 5, 6, 7, 8, 9; F 1, 2, 4; G 3.

6. use strategies to motivate students for learning.

   Competencies met: A 2, 3; B 1, 5; C 1, 2, 3; E 1, 2, 3, 4, 5, 6, 7, 8, 9; F 1, 2, 3, 4, 5; G 1, 4; H 1, 2, 3, 4; I 1, 3, 5.

C. Teacher Behavior

Teaching is more than just "thinking" and "doing," it is also "being." Students often learn more from who we are than from what we might say or think. "To successfully enact valued dispositions they must be authentic, internalized by the faculty and teachers

alike...Although dispositions cannot be directly taught, they can be acquired in settings where they are regularly acted out, with opportunities to practice them." (Tomorrow's Teachers, p. 54). Goodlad puts it this way: "Teachers' ability to relate effectively to all students and to exercise sound and humane moral judgement in helping them learn is honed primarily in programs of pedagogical studies and in socialization with peers and faculty members over a relatively long period of time." (Teachers for Our Nations Schools, p. 340). He adds that: "it is immoral for professors to tell their students...to do what neither they nor their students believe to be right."(p. 62). All of this suggests that we need to attend to the morality and persona of our students in very explicit ways. We do this by building their self-esteem, sensitivity, leadership and group skills to better enable them to handle the realities of schooling and to enable them to model these behaviors for children.

Another important component of teacher behavior will be the development of the teacher as an active researcher. Current research findings will be integrated throughout the laboratory curriculum and students will engage in the reading and discussion of research. The classroom will also be viewed as a laboratory as the student teacher develops hypotheses and plans based upon research. Developing this area of teaching will foster the growth of the teacher as an "artistic thinker." As described by Gage:

> "Teachers must use their technical knowledge to think critically about research findings. We should teach beginning teachers to be intelligent users of educational research...Teachers should use their experience to think practically about research. Teachers should use their knowledge about the world in which they work to think artistically about research findings. Thus, we do not

> expect teachers to slavishly follow rules, lesson plans, and teacher's manuals...Teacher educators might do well to keep in mind the image of the thoughtful practitioner: one who can intelligently evaluate research in education, reconcile that research with practical knowledge, and use artistry in taking the context into consideration.' (Gage, pp. 214)

The teacher will display:

1. sensitivity to student needs and differences, in speaking about them and working with them.

   Competencies met: A 2; B 1, 5; C 1, 2, 3; D 1, 5, 6, 7, 8; E 2, 3, 4, 5, 6, 7, 8, 9; F 1, 2, 3, 4, 5; G 1, 2, 3, 4, 5; H 1, 2, 3, 4; I 1, 3, 4, 5, 6.

2. self-confidence in their actions and in the way that they speak about themselves.

   Competencies met: A 1; B 1, 3, 4; E 1, 2, 3, 4, 5, 6, 7, 8, 9; F 1, 2, 3, 4, 5; G 1, 2; I 1, 2, 3, 6.

3. individuality in teaching, by having their work reflect who they are.

   Competencies met: A 2, 3; B 1, 2, 3, 4,; C 2, 3; D 1, 2, 4, 5; E 4, 5, 9; F 1;, 2, 3; G 1, 3, 4, 5; I 1, 2, 3, 6.

4. an awareness of themselves as a role model for children, in the way that they perform and talk about their work.

   Competencies met: A 2, 3; B 4; C 2, 3; D 4, 8; E 1, 5, 9; F 1, 2, 3, 4, 5; G 1, 2, 4, 5; H 4; I 1, 2, 3, 4, 5, 6.

5. team spirit in working with others and encouraging this in their students.

   Competencies met: E 9; F 1, 2, 3, 4, 5; G 4, 5; I 1, 2, 3, 4, 5, 6.

6. leadership qualities within and beyond the classroom, by taking initiative and exhibiting a "sense of place" within a given context.

Competencies met: A 1; B 3, 5; C 2, 3; D 5, 6, 7, 8; E 1, 2, 3, 4, 5, 6, 7, 8, 9; F 1, 2, 3, 4, 5; G 1, 2, 3, 4, 5; H 1, 2, 3, 5; I 1, 2, 3, 4, 5, 6.

7. decision-making capabilities.

Competencies met: A 2; B 1, 2, 3, 4, 5; C 1, 2, 3; D 1, 2, 3, 4, 5, 6, 7; E 4, 5, 6, 7, 8, 9; F 1, 2, 3, 4, 5; G 3, 4; H 2; I 1, 6.

8. the ability to process and apply research, and utilize research skills, to improve instruction and enhance professional competence.

Competencies met: A 1, 2, 3; B 4; C 1, 2, 3; D 7; E 1; G 1, 2, 3, 4, 5; H 2; I 1.

Student Profile

Butler preservice students do more than teach- they have reasons for doing what they do. These reasons are based on their convictions, which are clear and consistent (and continually become more so when questioned in the context of the latest in educational theory and practice). These reasons are based on an understanding and sensitivity to the background of their students. These reasons are based on a thorough grounding in the ways in which students at different levels think and feel. These reasons are based on an understanding of the ways in which curriculum is devised and implemented.

Butler preservice students go beyond content to understand the power and learning found in the ways in which the content is presented. They understand real life, and thus real learning, as inherently concrete, integrated, multi-dimensional and continual. Thus, they learn to teach, and are taught, in these ways. They understand the importance of making learning fulfilling and fun. They understand the ways in which technology can enhance the learning experience.

Butler preservice students understand that the influence of their presence in the classroom goes far beyond the content they teach. They understand the importance of being sensitive and empathic to their students, because they are treated that way at the university. They understand the importance of being a confident individual and of inspiring this in their students, because they are responded to similarly at the university. They understand the importance of the group in their classroom, in their school and in their community. They understand this because they encounter and learn about working together and how to incorporate it into their life as a teacher, at the university. They also understand their influence beyond the four walls of their classroom. They understand that they are political beings, whether or not they choose to take a conscious and active role in regards to the larger educational community.

Throughout the plan, we attempt to integrate these elements into everything that we do and say. A quality basis for teacher preparation must be more than window dressing. "For teacher education programs not to be models of educating is indefensible." (Teacher's for Our Nation's Schools, p. 59; also see Tomorrow's Teachers, p. 91). Our stated ideals must thoroughly permeate what is

explicitly taught in the university classroom and student teaching placement, as well as be modeled in the behavior and structure of the people and program. For this reason you will see the above themes discussed over and over in relation to the various aspects of the plan.

III. The Distinguishing Features of the Program

Like most "new" programs, this one is not entirely new (see: The Creation of Settings and the Future Societies, by Seymour Sarason). It is more accurately a bridge between the past, present and future. There are many aspects to the present Elementary/Early Childhood Program, based in large part on what has occurred in the past, that is of real merit. We retain, and in some cases expand, these elements, even as we make profound changes based on the previously described objectives. This section is an effort to highlight some of the more significant aspects of our plan. The first part describes programmatic elements, while the second describes course elements.

Theoretical Elements

Our program stresses the importance of **modeling**. We believe strongly in having the students see and experience those behaviors we expect of them. This applies to classroom teaching, assignments, advisement, student teaching, supervision, and program design. We believe strongly in the power of students learning from one another. For this reason we have our students experience the course sequence together, so they can benefit from a **cohort experience**. This collegiality will thus carry through their school experience and beyond. Finally, we believe strongly in **purposeful teaching**. We attempt to model this through making our own approach explicit and through continual efforts to help students uncover their own thinking.

Programmatic Elements

Integration of Student Teaching with Laboratory Courses

Many have recommended school/university partnerships (see: Teachers for Our Nations Schools and Tomorrows Teachers). The following passage, from the Holmes Report, eloquently describes the need for this school/university bridge:

> Rarely does the (student teaching) experience build upon the general principles and theories emphasized in earlier university study...Most student teachers quickly conform to the practices of their supervising teacher and rarely put into practice a novel technique or risk failure. Student teachers succeed because they relinquish the norms of professional colleges of education without a struggle. The typical student teaching experience is not a genuine laboratory experience because the possibilities of failure and risk are minimal (p.55).

Thus, we integrate the laboratory courses with the student teaching experience because it makes the distance between theory and practice almost imperceptible, as the students will learn about a technique one day and implement it the next. The students will encounter something new in the classroom and be able to deal with it immediately in the university context. This "grounds" what we are attempting to teach in our courses and makes the learning experience concrete for the student. We also do this because it further integrates the university and the school in a natural way. We also integrate our laboratory courses to better attune those of us who teach them. By team teaching we can better express a coherent and consistent vision of teaching to our students, as well as model a way of working together and learning from one another.

We have taken pains to retain the special character of our "block" approach, which has been one of our distinguishing features. The Goodlad and Holmes Group studies strongly advocate the use of these "cohort groups" (pgs. 207 and 89 respectively). They refer to the power in groups of students passing through their professional education together- challenging one another, supporting one another, teaching one another, now and beyond their time at Butler.

Clinical Faculty

Structuring the program in this manner necessitates that university instructors, on the one hand, and elementary and early childhood teachers, on the other, are fully aware of what the other is teaching. Our design for school/university partnership begins by selecting seven schools to serve as clinical settings for our students. At these sites seven outstanding teachers have been chosen as "clinical faculty."

The role of the clinical faculty will transcend the typical cooperating/supervising classroom teacher as is currently utilized by most teacher education programs. The concept of clinical faculty positions is congruent with teaching reform policies as described by Berry and Ginsberg. Being somewhat of a parallel position to a manager of managers in other professional organizations, the clinical faculty members would "guide and influence the activities of other teachers and serve as a catalyst for the decisions other teachers make that affect student performance." (page 618).

Stallings and Kowalski also described the reconceptualization of teacher education in pursuing endeavors such as the clinical faculty positions as part of a model of professional-school partnerships. The

Carnegie Forum's report and the Holmes group report both provided impetus for such linkages. The Carnegie Task Force proposed the concept of "clinical schools" which are analogous to a teaching hospital. "This design called for teachers in outstanding public schools to work closely with colleges of education...Lead teachers would hold adjunct appointments at the university." (page 255). The Holmes group report extends the role of the "lead teacher" and the partnerships with schools as designed settings for teaching professionals to test different instructional arrangements, for "novice teachers and for researchers to work under the guidance of gifted practitioners, for the exchange of professional knowledge between university faculty and practitioners, and for the development of new structures designed around the demands of a new profession" (Holmes Group, 1986, p. 67).

Obviously a "clinical faculty" member must have specialized skills in order to fulfill these multiple expectations. The selection criteria will therefore also be multi-faceted. Ginsberg and Berry identified the following characteristics and abilities to consider: "...They should possess solid knowledge of subject matter, an understanding of child development and learning theory, an array of organizational and interpersonal skills, the ability to communicate effectively, and an understanding of public schooling in general and of their school in particular" (page 619). Devaney expands the role to include the idea of teachers who "have vision, are willing to explore ideas, are flexible, and are sensitive to people." (page 618).

It is important to note what the duties and responsibilities are of the university to the school in this relationship. University faculty would be working alongside the clinical faculty members in designing

and testing new ideas and approaches, coaching and reinforcing one another and working together to solve problems. This collegiality and cooperative arrangement should help alleviate the current hierarchical structure of education by bridging the current gap frequently encountered between "educators in the trenches" (classroom level) and "educators in ivory towers" (college level). The clinical faculty member would also receive monetary compensation for their work and expertise. The opportunity to select and enroll in personally and professionally relevant graduate courses at the university would also be made available.

The research of Anthony Gregoric on developmental levels of teachers will also be utilized in the selection process. Gregoric identified four stages- becoming, growing, maturing, and fully functioning professional- and provided a detailed chart of the teachers' professional behaviors, knowledge and techniques, and values, beliefs and needs at each stage. Clinical faculty members would be in the latter of Gregoric's stages- fully functioning professionals. Teachers at this stage have "made a definite commitment to the education profession, were immersed in the process of education, and tried to realize their full potential as individual teachers and as contributing members of the profession. They constantly tested and restructured their concepts and beliefs." (page 315). The benefits to preservice teachers working with such highly skilled professionals is obvious. It parallels the apprentice working under the gifted master.

The benefits to preservice, inservice and college educators within this model of "clinical faculty" also addresses the problem of limited opportunities for advancement within the current public school structure. As Moran described, "It is difficult (some say

impossible) to build in real rewards, such as sabbatical leaves or fully paid positions with diminished teaching responsibility complemented by time for study, curriculum development, peer supervision, or teacher mentoring. Teachers, sanely enough, seek to reduce the amount of time spent in their most punishing tasks if they are not given professionally meaningful incentives." (page 213). The clinical faculty position would offer both an incentive and reward to highly skilled professionals.

One last point of importance in the concept of "clinical faculty" is its consistency with standards IIA and IIC of NCATE in regards to quality field experiences and partnerships with schools. By effectively utilizing the expertise of clinical faculty members the program would not only meet, but exceed the expectations of such standards. It also addresses the postulates stated by John Goodlad in his study where he stated the essential components of teacher education programs.

Clinical Faculty Role

After extensive searching six sites have been chosen, and six clinical faculty members have been identified. We felt it important that they be involved in the planning process early on. The schools and clinical faculty are as follows:

1.	Lana Coleman	I.P.S. School 49: William Penn School
2.	Kim Eddy	Central Lebanon Elementary School
3.	Debbie Brown	I.P.S. School 44: Riverside School
4.	Diane Muench	Indian Creek Elementary School
5.	Lezlie Ceglio	Lawrence North Kindergarten
6.	Sue Brown	Lawrence Central Kindergarten
7.	Stephanie Ropa	I.P.S. School 31: James A. Garfield School

The schools were chosen for their uniqueness, innovation and diversity. You will also notice our emphasis on I.P.S. schools and in early childhood. The rationale for these elements will be described subsequently.

As we attempted to define the clinical faculty role we felt it important that the clinical faculty themselves, had the central voice. The following is the result of joint effort and numerous meetings. The process proved to be a stellar example of how our joint school/university partnership can work. The description was created by Kathy Stegmaier (Faculty, Butler University), Kim Eddy (Teacher, Central Lebanon Elementary School), and Barbara Stryker (Principal, Lawrence North & Central Kindergartens). There were two difficult issues that the group struggled with. First, was the attempt to create a role that would not be overburdening. Second, was the attempt to resolve the potential conflict between clinical faculty and their peers, should they be perceived as being a "higher authority." After some discussion, the group managed to resolve these questions. It should be noted that this job description is a fluid document that would be modified as needed.

Clinical faculty responsibilities:

1. Assist with the placement of student teachers within their building.

2. Act as a liaison between the student teacher and the University.

3. Assist the University supervisor with supervision and evaluation of @ 2 student teachers (there would be at least one university faculty member supervising in the building of each clinical faculty person).

This assistance would involve the following:

A. observe and conference with the 2 student teachers about their teaching, at least once every two weeks.
B. Dialogue with the 2 student teachers through a weekly tape journal.
C. Serve as a resource to the 2 student teachers on questions of pedagogy.

The clinical faculty role does <u>not</u> include the following:

A. Acting as a liaison between the cooperating teacher and the student teacher (though they would alert the university faculty to problems).
B. Evaluating the student teacher (though the university supervisor would confer with them).

4. Act as a resource and assist in the design and delivery of the "Issues in Education" course taught throughout the senior year integrated curriculum experience.

5. Serve as facilitator for an on-site student teacher support group.

6. Advisory member of the elementary education curriculum team. Each clinical faculty member would team with a university faculty member, to advise them about course and program content. This would involve several meetings during the summer, informal contact during the year, and a monthly meeting at Butler to discuss supervisory approach, supervisory problems, course content and program issues.

7. The clinical faculty person would not have a student teacher in their classroom.

8. The official title of the clinical faculty person would be Clinical Faculty of Butler University.

Other areas of involvement with the elementary education program <u>might</u> include:

1. Design and delivery of special "summer institutes" on supervision,
teacher empowerment, school improvement, curriculum strategies, etc.

2. Joint research participant with full-time faculty members.

<u>Integration of Early Childhood and Elementary Education</u>

Another change is in our integration of the Early Childhood and Elementary programs. By this we are not changing two separate

licenses into one. We are merely integrating the coursework of the two programs. Bettye Caldwell speaks directly to this issue:

"Continuity between early childhood and elementary educational programs should be as normal and routine as continuity between 2nd and 3rd grades...Not infrequently there is distrust on the part of the early childhood personnel of elementary personnel, and vice versa. Early childhood teachers often accuse elementary teachers of being concerned with subjects rather than children and of neglecting the 'whole child'; elementary teachers sometimes assume and imply that their kindergarten colleagues 'just play' with the children and do not 'really teach' them anything." ("Day Care and the Public Schools-Natural Enemies", page 36)

Caldwell's ideas are based upon her work with the Kramer Model in Little Rock, Arkansas. This program, developed in 1969 and still operating at the present time, exemplifies collaboration between the fields of elementary and early childhood education. Caldwell noted that because the teachers in this program already held degrees a tremendous amount of inservice and changes of attitudes had to occur for a mutually congruent relationship to develop. If a reciprocal understanding between early childhood and elementary could have been established at the preservice level, collaborative efforts would have taken place earlier and more effectively. Thus a merger between early childhood and elementary within the Butler teacher education program should increase cooperation and respect between these two fields.

We integrate the Early Childhood and Elementary Programs because we believe the students gain by learning what each body of knowledge has to offer. Tomorrows Teachers (p. 88) warns us against

"overspecialization that inevitably leads to program fragmentation and overgeneralization that tends to encourage superficial study."

With integration the students gain by having a broader developmental perspective in understanding where children are coming from and going to. We also do this because we believe that there are major pedagogical issues that transcend particular age groups. For example, we know that the best sequence of learning involves moving from the concrete to the semi-concrete and then to the abstract. This has been a backbone of early childhood education since its inception. We take this concept and show how it is manifest across the ages. In another example, we know the importance of observation of children as a way of documenting student learning and behavior, as well as pedagogical strength and weakness. This applies to all ages, yet is commonly only thought of as an early childhood skill.

Student Teaching Hours

In our old system there was one ten-week phase of student teaching followed by one five-week phase. The participants involved (cooperating teachers, supervisors and student teachers) agreed that they were able to accomplish little in such a short time. The involved parties were also concerned with the length of time spent in the classroom. Is one semester's experience enough to get a real sense of the ebb and flow of the classroom year? Finally, there was a concern that the majority of our students were not getting a sense of the beginning of the school year and thus how the classroom culture unfolds.

We address these issues by having two semesters of student teaching, fourteen weeks in the Fall and twelve weeks in the Spring.

This system enables students to experience the school year in full and in depth, in two distinct settings. There would be no university classes before 4:30 p.m. This would diminish conflicts with student teaching and allow for participation of cooperating teachers and administrators in the university classroom.

The students would be in their placements full time for five weeks in the Fall and eight weeks in the Spring. This would total thirteen total weeks of full time student teaching, which would exceed the state requirement of ten full time weeks. The remaining part of each semester would involve part time student teaching.

Part time student teaching would involve one of two options. Option one would involve two half days and two full days. This leaves one free day per week which is at the discretion of the school, cooperating teacher and student teacher. Option two would involve five half days, either mornings or afternoons. With this option the student, supervisor, and cooperating teacher would have to make sure the student's hours equaled those of option one. This could be done by arriving at school early, or staying later. The option chosen would be up to the student teacher, cooperating teacher, and supervisor and would be heavily influenced by the approach that the elementary/early childhood school wants to take. Full time means five days per week. With this model we are providing the students with both a significantly greater number of total student teaching hours, as well as sufficient time for them to attend their classes and prepare.

The following chart illustrates the number of hours in the new system versus the old:

OLD SYSTEM

15 total weeks of student teaching
15 full time weeks of student teaching
40 hours x 15 weeks = **600 total hours**

NEW SYSTEM

26 total weeks of student teaching
13 full time weeks of student teaching
40 hours x 13 weeks = 520 hours total
13 part time weeks of student teaching
option one: two full days/two half days
26 full days
8 hours x 26 days = 208 hours
26 half days
4 hours x 26 days = 104 hours
104 hours half days + 208 hours full days = 312 hours total
option two: five half days
20 hours x 13 weeks = 260 hours total (plus additional hours to total 312 hours)
Full time + part time student teaching:
520 hours + 312 hours = **832 hours total**

Thus, you can see that in the old system the student would be in the classroom for **600 total hours** versus the **832 total hours** in the new system.

Using the 1991/92 academic year as a model, we have mapped out what the new program might look like in terms of the student teaching schedule.

FALL

It should be noted that we have discovered that the first day of school in the majority of districts is August 26th, which coincides with Butler's new student orientation week. Also note that the Fall semester both begins and ends a week earlier than for other students.

Week one: Full time (Aug. 26-30)
Week two: Full time (Sept. 2-6)
Week three: Part time (Sept. 9-13)
Week four: Part time (Sept. 16-20)
Week five: Part time (Sept. 23-27)
Week six: Part time ((Sept. 30-Oct. 4)
Week seven: Full time (Oct. 7-11)
Week eight: Full time (Oct. 14-18)
Week nine: Full time (Oct. 21-25)

Week ten: Part time (Oct. 28-Nov. 1)
Week eleven: Part time (Nov. 4-8)
Week twelve: Part time (Nov. 11-15)
Week thirteen: Part time (Nov. 18-22)
Thanksgiving Break (Nov. 25-30)
Week fourteen: Part time (Dec. 2-6)

We have built two full time weeks into the beginning of the semester so that the students will be able to see the groundwork that the cooperating teacher sets for the year. We have placed the remaining three full time weeks so as to avoid the distraction and disruption that comes with the holiday season. This latter full time block would most likely be the time that the student would take complete control of the classroom.

SPRING

It should be noted that starting time would not be an issue during the Spring semester, as there would not be the same establishing of rules and roles that occurs in the Fall. It should also be noted that we have adjusted the schedule to allow our students to have a Spring break (in our old system they did not have a Spring break).

Week one: Full time (Jan. 13-17)
Week two: Full time (Jan. 20-24)
Week three: Full time (Jan. 27-31)
Week four: Full time (Feb. 3-7)
Week five: Part time (Feb. 10-14)
Week six: Part time ((Feb. 17-21)
Week seven: Part time (Feb. 24-28)
Week eight: Part time (March. 2-6)
Butler Spring Break (March 9-14)
Week nine: Full time (March. 16-20)
Week ten: Full time (March. 23-27)
School Spring Break (March 30-April 3)
Week eleven: Full time (April 6-10)
Week twelve: Full time (April 13-17)

We have attempted to build the full time blocks around the yearly testing period. Because of the pressure on the classroom

teacher, this is often a time when the cooperating teacher needs to take over control of the classroom. Note that during the elementary/early childhood Spring break the students would still have classes here at the university. This time could be utilized for intensive learning sessions. Once again, we would like to point out that the above could not have been constructed without the assistance of the clinical faculty.

Student Teaching Settings

We also change the settings of the student teaching placements from the primarily suburban environments we utilize now. Instead, the students will have one suburban setting and one urban or rural setting. "Preparation programs that steer their students only into field settings where family backgrounds and educational resources almost ensure success are programs that disadvantage future teachers and shortchange society." (Teachers for Our Nation's Schools, pgs.60-61). We also do this as a way of educating our students about these settings. Students may have a stereotypical view of urban and/or rural schools. If we are to improve the schooling in these crucial areas, and if we at Butler are to have an active role in those changes, then we must be involved in urban and rural schools in a positive way. "Clinical experiences must occur in multiple sites to provide learning opportunities with youngsters of diverse ability, motivation, and cultural background." (Tomorrow's Teachers, p.55). It is also important to add that each of the two placements is at a different grade level to further broaden the students pedagogical experience.

With the implementation of this new program, it will be crucial for the elementary faculty to work with the Butler College of Education

Placement Officer, as well as school personnel, to insure a smooth transition.

Supervision

There are also changes in the area of supervision. First and foremost we want to state a specific approach to supervision that is in keeping with our rationale. Thus, our supervision would focus on teacher Thinking, Technique, and Behavior. This means not only what we look for and talk about with our students, but also what we try to model through our supervision.

Beginning with thinking, it is not enough for our students to do the work of a teacher they must have a sense of why they are doing what they are doing. They must infuse their work in the classroom with meaning, in as many ways as possible. It is in no small part up to the supervisor to probe the student beyond where they are and train them so that critique and analysis become an innate component of who they are as a teacher. In terms of technique, the supervisor must help insure that the student continually challenges themselves and their students with new ideas and ways of imparting those ideas. Finally, in terms of behavior the supervisor must help instill a sense of professionalism so key to being a great teacher. This is done through dialogue specifically about such matters. More profoundly it is done through treating the student in a respectful, caring and affirming fashion.

We see our supervisors as part of a team with the cooperating and student teacher as well as the university faculty. Our instructional objectives (Rationale: parts A, B and C) serve as a guide for all parties in the student teaching collaboration.

We want to insure that all of our supervisors are clear about this approach through a monthly seminar. This is attended and lead by university faculty. This seminar serves to educate or reestablish our program goals and supervisory approach. It also serves to keep clinical faculty abreast of what is occurring in laboratory classes. Finally, it allows all supervisory personnel a chance to share difficulties, triumphs and useful information, be it in terms of technique or research. We want to avoid the "lone wolf" syndrome so common to supervision.

We have devised a ratio of no more than one supervisor to 7 student teachers during any one semester. Supervision is time-intensive and cannot be done effectively in large numbers. All supervisors must observe on at least a bi-weekly basis to insure the development of trust and substantive knowledge of the student's ability. The supervisor will dialogue with the student teacher via a taped journal. This is done to provide different avenues for student/supervisor communication. The journal is more than just a place to report what has happened. In keeping with our rationale, it is a place for the student to engage in higher level thinking about what they are seeing and feeling. Further, it is a place for the supervisor to question and challenge the student to analyze in new and different ways.

Program Development

We want to stress that we see both the program and its development as fluid. We have already written nine drafts of our program and it has not even begun! We will be continually re-evaluating and molding the program to fit the needs of changing personnel,

changing students and changing circumstances. We will also be continually looking to improve the program, as our emphasis on evaluation for curriculum development illustrates. This is not to say that the program will be in continual uncertainty. Our rationale will always guide our direction. However, if we are to have a truly transactional approach in working with our elementary/early childhood settings (and with our students and each other), then we must be committed to learning and growing together.

Course Elements

We have also made changes in the course offerings. A detailed description of the course sequence is described in a subsequent section. Course syllabi can be found in Appendix B.

Introduction to Elementary and Early Childhood Education

This course serves to introduce students to the program and establishes the central themes that will follow consistently throughout the program (see the Rationale, parts A, B and C). This provides a framework for the field and for the program itself. Our aim is to begin by making our assumptions explicit and then continue to reinforce them throughout the program. We do this in the hope that the students will see teaching as more than just an odd collection of ideas and techniques. Instead we want them to see teaching as a way of thinking about the education of children. Whether or not they agree with our approach is not so important as that they see its clarity and conviction. In this way they have a model for approaching their teaching.

As there is already such a course in the Early Childhood program, we merely expand the scope of ED 309 from Introduction to Early Childhood Education to Introduction to Early Childhood and Elementary Education. This course is team taught to set a tone of integration in both content and form, and to introduce the students to the program faculty.

Guided Practicum

We think it is important for students to have real classroom experience before student teaching in their senior year. Thus, we offer a guided practicum during the junior year. This provides preliminary classroom experiences in observation and beginning teaching. This course also serves to introduce students to central concepts of student behavior and motivation. This course will also aid the young student in their decision of whether or not the classroom is for them. As there is already such a course in the Early Childhood program, we merely expand the scope of ED 410 to include Elementary students.

Integrated Laboratory

Perhaps our most significant course change occurs during the senior year. The students will be in their placements during the day and then attend class in the afternoons. This is designed to better reconcile theory and practice. We take this one step further by integrating the methods classes. What was Social Studies, Mathematics, Science and Pedagogical methods (ED 414, 418, 415 and 302) now becomes one Integrated Lab.

The Holmes Group (pgs. 51-55) and Goodlad studies (p. 58) report of the discrete nature of both content and methods. By

integrating them together, the students will be better able to make connections between disciplines and how they should be taught. The concepts of interdisciplinary, and team, teaching will be modeled in a completely natural way. It will also enable us to streamline our courses, as we will not need to repeat the same concepts from one class to the next.

For example, basic pedagogical knowledge tells us that children learn best starting with the concrete, moving to the semi-abstract and then finally evolving to abstract understandings. Imagine the depth of insight gained when this is shown in terms of all content areas during the same class. Keep in mind that at the same time the students would be learning how to deal with questions of how to manage students with concrete materials. In this way they are not merely learning a technique, they are instead uncovering the theory behind the technique so they can apply it in numerous contexts. This involves a much higher level of teaching and learning.

Here again, we see this course as a perfect place to integrate the knowledge base as we engage students in the latest research and debates concerning content and method (drawing on the work of James Banks, Sam Kerman, Thomas Good, Jere Brophy and others).

In structure, the course would occur once each week for an extended period of time (4 hours). There would be a large group meeting area, with several breakout rooms. Overarching concepts would be introduced in the large group, and then expanded and explored in the smaller groups. Modeling behavior will be used throughout.

Current Issues

Concurrent with the integrated laboratory, there is a new course called: Current Issues in Elementary and Early Childhood Education. This course supplants the student teaching seminar and engages the student teacher in issues of relevance that are beyond the scope of typical coursework, such as HIV/AIDS education, the politics of schooling, etc... The course also integrates the rest of the education faculty, including the clinical faculty. For example, we have on campus experts in the field of substance abuse, counseling and education. These people could come in for part of a class session and help our students understand the educational issues related to this very current problem. It also provides a way for our students and us to encounter the many great human resources we have here at Butler. The course would be taught by the elementary/early childhood faculty in concert with the clinical faculty.

Multicultural Education

If real learning involves real experience then real multicultural education involves real multicultural experience. It should be noted that by multicultural we are also referring to issues beyond culture. We are also talking about inspiring sensitivity and respectfulness to differences, be they related to ethnicity, religion, language, gender, etc... A course in multicultural education is often superficial and separate.

A real multicultural education does not occur one day/week/month per year. Our new program aims at incorporating multicultural education into the fabric of everything we do, beginning with the variety in student teaching placements. It can also be seen in

the fact that we are requiring our students to have at least 8 hours of a foreign language. Familiarity with a foreign language may help our students in working with the ever increasing numbers of children for whom English is not their native language.

While we do deal with multicultural education as a separate issue, we believe there is greater profundity in looking at multicultural education in context, and thus more naturally. For example, we can relate Math to gender issues, History to issues of cultural bias, and even basic pedagogical skill to issues of how teachers respond to differences. See course syllabi for examples of how this works in practice.

Technology

"If teacher education is to meet its responsibility to prepare teachers for the information age, then teacher educators have a professional responsibility to provide leadership in developing the full potential of existing and emergent technologies in teacher education" (Brooks and Kopp, 1989, p. 2). Every effort should be made to incorporate such technologies in the proposed elementary program.

There is no questions that preservice programs need to become cognizant and capable of utilizing technology to its maximum potential. Several groups and individuals have urged such training. The National Governors Association Task Force on Technology recommended that "all prospective teachers should learn about effective and emerging uses of technology in their respective areas" (Sununu, 1986, p. 221).

Further, the American Association of Colleges for Teacher Education (AACTE) Task Force on Technology (1987) reported "the challenge for schools, colleges, and department of eduction (SCDEs) is

to provide leadership in production of knowledge about the educational uses of technology and in the development of techniques materials which provide the effective implementation of technology in school practice" (p. 25). Berger and Carlson (1988) stated: "schools of education must encourage the type of computer use that is based on solving educational problems by combining principles of teaching and learning with the unique capabilities of the computer. Preservice teachers need to be made aware of the capabilities of the computer as a professional tool, how to match the relevant computer to a task, and how to use the tools to accomplish a task" (P. 42).

Instruction on the use of technology should be integrated into appropriate courses (AACTE Task Force on Technology, 1987, p. 26). It is not possible to expose preservice teaching majors to all technologies. But as Berger and Carlson (1988) suggest: "Preservice training is, rather, the beginning of a lifelong learning process in which teachers will return to colleges and universities for additional learning. The task, then, is not to create courses that will present preservice teachers with everything they will ever need to know about computer use in schools" (p. 33). Instead, we should "encourage the development of a perspective on the part of preservice teachers that says, 'Given my instructional goals, how will I use the computer to enhance teaching, taking learning theories into account?' This is in sharp contrast to an attitude which says 'How can I use the computer in my classes?'" (p. 34). This is the type of attitude we need to instill in our preservice teachers.

Existing and emerging technologies are becoming increasingly more powerful. A teacher also represents power. A teacher can be a very powerful change agent in our society. The appropriate use of the

power of technology can significantly enhance the existing power of the teacher. It is the intent of this program to produce the most powerful teachers possible. One goal of this program is to produce teachers who easily and naturally turn to a variety of technologies to enhance their power as a teacher.

The development of the ability to make use of the power of technology will be developed in the following 3 ways:

1. By example
2. Through instruction
3. With practice

One of the most natural ways to learn is through example. Every teacher education student has observed numerous examples of the teaching process. It is almost certain that some of these examples were good and some were not. In the teacher preparation program at Butler, every effort will be made to provide a positive example of the instructional process. This applies particularly to the use of technology. Instructors in the program will strive to use technology whenever it is appropriate to do so, and to use technology as effectively as possible. This will require time and effort on the part of the instructors in the program to keep current with what new technologies are available, as well as new applications of existing technologies.

A second piece of "learning by example", will involve school visits. When teacher education students visit schools, the use of technology will be one aspect that will be emphasized. This will give students examples of the use of technology in elementary schools. These observations will be followed up by a class discussion that will

focus on evaluation of the effectiveness of the uses of technology that were observed.

Students will also be given instruction in the effective use of technology. Students will be taught the effective use of a variety of technologies in the classroom. These will include motion media (film and video tape), audio recordings, overhead transparencies, still pictures (pictures, slides and other graphics), and a variety of computer software. Students will also be taught to produce effective and efficient classroom materials (e.g. handouts, slides, transparencies) using a variety of technologies, including computers, photographic equipment, and various reproduction (e.g. ditto machine, photocopy machines) and preservation technologies .

Students will be required to put the information they have observed, and the instruction they have received into practice. Instructional units they develop will require the selection and use of several technologies. The use of technology will be judged on the basis of its appropriateness to the instructional objectives of the unit.

One additional experience with technology will take place during the student teaching experience. Student teachers will be required to communicate electronically with their University supervisor using Indiana's Educational Access Network. This will both give students practice using telecommunications in a relevant manner and introduce them to a powerful communication tool that they will be able to use later in their professional careers.

Evaluation

The process of evaluation is being developed out of a curriculum development grant from the Lilly Endowment. In conjunction with this an advisory panel is being set up to help monitor the process of creating, implementing, and revising an evaluation design that will serve to help the new program develop and grow. We see the design developmentally, as we will continue to learn more about the evaluative process in relation to our particular context.

Approach

We begin with a more explicit approach to evaluation. This works on two levels. First, it involves a more uniform approach to evaluating our students. This means that we utilize the same criteria throughout all levels of the program (keeping in mind the developmental levels of the students, faculty and teachers). Second, it involves a continual self evaluation of the program for program development and for research purposes . As is true throughout, our approach to evaluation evolves naturally from our rationale.

Our "Program Evaluation Form" is based directly on our rationale. It uses the central themes (Rationale: parts A, B and C) as a way to evaluate the student teachers, program instructors and the program itself. Each segment is subject to the same evaluative structure, as illustrated in the following table:

	Student Teachers	Program Instructors	Program
Self	By Student Teacher	By Program Instructors	Jointly by Program Personnel
External Perception-within the college.	College Supervisor	Other College of Education & Butler Faculty as well as student & cooperating teachers.	Other College of Education & Butler Faculty as well as student & cooperating teachers.
External Perception-outside the college	Cooperating Teacher and/or School Principal	Representatives from other teacher education programs	Representatives from other teacher education programs

The table illustrates the series of checks and balances, and triangulation, in our evaluation system. Each participant in the teacher education process is evaluated in three ways. Various perspectives are applied to a given person in a given context.

Our evaluation centers on two aspects. First, we evaluate the elements of the program. This includes the cooperating teacher, the student teacher, the coursework (including student teaching), the faculty, and former students now teaching. Second, we evaluate the program overall. As we are implementing a new program, we evaluate the program as a whole and the changes in the program over time.

Both aspects are specifically designed to serve curriculum development. To achieve this we have tried to insure that the evaluation data would be useful, and easy to organize, collect, and understand. We have also attempted to make our program goals explicit, through this document and through our coursework (note, for example, that the introductory course specifically has the faculty explaining the program approach, including evaluation). In this way it will be easier for the participants to evaluate if goals have been achieved.

We see evaluation in terms of development more than judgement (please refer to the "Program Evaluation Form," at the end of this section, during this discussion). For this reason we look to growth and effort as much as accomplishment. We see it as an aid to positive growth more than as a test of weakness. The individual plays an active role in their own evaluation, at all levels. We base our evaluation not solely on the standards set in our rationale, but also on the intentions of the individual. In this way we strengthen the tie between intentions and actions, between theory and practice.

Different semesters and individuals will bring up new questions. Our evaluation attempts to focus the evaluator by requiring a concrete description of the aspect being evaluated. We reinforce our rationale by making it the basis for evaluation and by modeling a developmental approach with our students and with one another. Hopefully, this will induce similar behavior in our students as they evolve.

The "Program Evaluation Form" is used for all components of the program. As you look at the form, note the form includes our instructional objectives (on which our evaluation, and program, is based). The following is an example of one segment of the form:

A2 The subject has a multicultural orientation- is empathetic, supportive and integrative in the approach to classroom & content diversity.

as evidenced by:	Multiple images 0 1 2	Multiple perspective 0 1 2
	Utilizes diversity of classroom 0 1 2	

Note that the item for discussion ("multicultural orientation") is taken directly from our rationale (under "Teacher Thinking"). The sentance is exactly as it is worded in our rationale. Also notice that

there is a place for narrative comments entitled "as evidenced by," and to the right of this is a series of boxes filled with descriptors and numbers.

The evaluator (either the student, faculty, cooperating teacher, supervisor, or outside observer) chooses one of the three numbers to indicate the degree to which the individual in question has met the desired criteria. If the descriptor is not appropriate then the numbers are not marked at all. The numbers move in the following progression: 0= the criteria has been mastered, 1=the criteria has been completed, 2=growth has been demonstrated in this area. The evaluator uses the space provided to record evidence. Each criteria is presented in the same manner. Not every criteria will apply in every circumstance. However, final evaluations will involve all criteria. At the end of he form there is a section for comments. In keeping with the positive focus of our rationale, note the affirming nature of the form.

There are no descriptors on the form yet (the descriptors in the segment above are included merely for example), as they are in the process of being uncovered. The form will be piloted in the Spring semester of 1992, with selected student teachers, classes, faculty and cooperating teachers. These forms will be analyzed to determine patterns within each criteria. These patterns will lead us to our descriptors.

We want to approach evaluation as a learning experience, so that the learner can learn about themselves and about the process of evaluation. In order for this to be successful we have to explicitly teach <u>about</u> evaluation early on in the program. This process begins with the "Introduction" course and continues throughout. For example, we want the evaluator to be positive, and still be able to say things that are

difficult to say (such as "an area that needs to be worked on"). We would show/teach the student how to utilize comments as in the following examples: "I need to gain confidence with____." (in terms of self evaluation); "I like the way you did____, you need to do more of this," (in terms of evaluating others).

How The Form is Utilized

In terms of faculty and cooperating teachers evaluating students and student teachers, the form is used in the following way:

A. The form is filled out midsemester and just before finals for both classes and student teaching.
B. Faculty fill out form individually for individually taught courses, and jointly for team taught courses.
C. Cooperating teacher and supervisor evaluations done individually.
D. The final form is done before final exams to insure that student can dialogue with teacher/cooperating teacher/supervisor.
E. At the end of the semester the student and faculty will conference using both faculty and student self evaluation as reference.
F. During student teaching the form is used for reference, as both student teacher and observer (either supervisor and/or cooperating) would fill out the form and use it for post lesson discussion. Items would be looked at as relevant. After the lesson the discussion begins with the student filling out the form on their own lesson.
G. The student teacher gives a lesson plan to the supervisor/cooperating teacher at the beginning of an observed lesson, to make "intentions" clear.
H. Final cooperating teacher evaluation used as a reference for the student.
I. Students get a copy of all evaluations.
J. The students are also evaluated based upon course requirements (including the senior project, and the videotaping of lessons during the senior year).
K. The emphasis is on positive aspects.
L. As the students will not be out in the classroom to the same extent prior to the senior year, they will be evaluated on their approach to practice (refer to B and C on the form).

In terms of students evaluating faculty, supervisors, and cooperating teachers, the form is used in the following way:

A When evaluating the faculty the form is filled out anonymously midsemester and just before finals (formative and summative).
B. When evaluating supervisors and cooperating teachers the form is filled out at the end of the semester (because it cannot be done anonymously during the semester).
C. Done during class (to insure everyone turns it in)
D. For team taught courses, faculty is evaluated as a team.
E. The emphasis is on positive aspects.
F. There is an emphasis on learning about evaluation through doing evaluation.

In terms of students evaluating themselves, the form is used in the following way:

A. The form is filled out at the end of the semester.
B. The emphasis is on positive aspects.
C. There is an emphasis on learning about evaluation through doing evaluation.
D. At the beginning of each semester the student, with their advisor, will set professional goals for the semester and review the previous semester's goals (see subsequent "goals sheet").
E. The form, and goals sheet, are used at end of the semester conferences.

In terms of faculty evaluating themselves and one another, the form is used in the following way:

A. The form is filled out at the end of the semester.
B. The form is filled out twice per year by a peer advisor/supervisor (rotated amongst faculty, so that everyone evaluates one other person).
C. As with the students, the faculty gives the peer supervisor a lesson plan to uncover intentions. After the lesson the faculty member fills out an evaluation form on their own teaching. The peer advisor uses these forms and his own to guide the discussion.
D. At the beginning of each semester faculty, with their peer evaluator, will set professional goals for the semester and review the previous semester's goals (see subsequent "goals sheet").

In terms of students evaluating the program as a whole, the form is used in the following way:

A. The form is filled out at the end of the student's four year experience.
B. The students check off those items they feel confident about, in leaving the program and approaching their subsequent professional life. They provide narrative, concrete evidence below the item.
C. The students use the comments section to note other and missing elements

In terms of graduates (who are teaching) evaluating the program, the form is used in the following way:

A. The graduates are tracked after their first, third and fifth year of teaching.
B. The graduates check off those items that they are using in their teaching, providing narrative, concrete evidence below the item.
C. The graduates use the comments section to report if these elements were appropriate for their teaching, and to list other and missing elements.

In terms of outside observers evaluating the program as a whole, the form is used in the following way:

A. Every three years teacher educators from other programs are brought in to look at the program as a whole.
B. The observers use interviews and observations with students, former students now teaching, faculty, supervisors and cooperating teachers.
C. The form is used to guide these observations and interviews, as the evaluator will match intended criteria to perceptions and outcomes.
D. The evaluator will look at other relevant information as necessary.
E. This outside evaluation is in addition to normal college, university, state and national review and accreditation.

Subject_____ Supervisor_____ Date_____

A. Teacher Thinking A1 The subject is able to create and analyze curriculum to meet individual student needs.

as evidenced by:	Descriptor 0 1 2	Descriptor 0 1 2
	Descriptor 0 1 2	Descriptor 0 1 2

A2 The subject has a multicultural orientation- is empathetic, supportive and integrative in the approach to classroom & content diversity.

as evidenced by:		

A3 The subject is able to reflect about self & experiences in a positive & explicit manner.

as evidenced by:		

A4 The subject is able to rationalize his/her teaching in terms of child/teacher development.

as evidenced by:		

A5 The subject is able to articulate the ways in which he/she is growing professionally and how that is manifest in his/her teaching.

as evidenced by:		

B. Teacher Technique B1 The subject teaches in a concrete manner based on stated goals and objectives.

as evidenced by:		

B2 The subject integrates the content.

as evidenced by:		

B3 The subject teaches in more than one way.

as evidenced by:		

B4 The subject incorporates technology into his/her teaching.

as evidenced by:		

B5 The subject approaches content and individuals in terms of process as well as product.

as evidenced by:		

B6 The subject shows the ability to motivate the students.

as evidenced by:		

C. Teacher Behavior C1 The subject is sensitive to student needs and differences, in speaking about them and working with them.

as evidenced by:		

C2 The subject exhibits self-confidence in their actions and in the way that they speak about themselves.

as evidenced by:		

C3 The subject exhibits individuality in teaching, by having their work reflect who they are.

as evidenced by:		

C4 The subject is aware of themselves as a model, in the way that they perform and talk about their work.

as evidenced by:		

C5 The subject exhibits team spirit in working with others and encouraging this in their students.

as evidenced by:		

C6 The subject exhibits leadership & decision-making ability within and beyond the classroom, by taking initiative and exhibiting a "sense of place" within a given context.

as evidenced by:		

C7 The subject approaches his/her classroom and teaching as a researcher & is able to articulate how this is evident.

as evidenced by:		

D. Comments:

0=the criteria has been mastered; 1=the criteria has been completed; 2=growth has been demonstrated in this area

Professional Goals Form

Name_____

Date_____

What are your professional goals for the semester? Think about what you want to learn, and what you want to work on. Think about teacher skills, knowledge, ideas, beliefs, attitudes, feelings, and temperament. Be as specific as possible.

What is done with the information

In terms of student evaluation, the data is analyzed in the following way:

A. A comparison is made between the student's beginning and ending assessment of their goals and accomplishments.
B. The midsemester and final forms are compared by faculty/cooperating teacher/supervisor, respectively (during team taught courses the forms are filled out by the team, and analyzed jointly).
C. Course requirements, such as the senior project and the videotaping of a lesson, are considered.
D. The above data is used in the final conference with the student (for student development, formative), and in determining the final grade (summative).

In terms of faculty evaluation, the data is analyzed in the following way:

A. With the peer advisor, a comparison is made between the faculty member's beginning and ending assessment of their goals and accomplishments.
B. Both the peer advisor and self evaluation forms are looked at from the two peer review lessons.
C. Student evaluations are also considered (Midsemester and final are compared).
D. The above data is used in the final conference with the faculty member (for faculty development, formative), and as part of the yearly faculty review (summative).

In terms of cooperating teacher and supervisor evaluation, the data is analyzed in the following way:

A. After the semester is over the forms are given to the supervisors and cooperating teacher.
B. The forms are utilized by the supervisor and cooperating teachers to help them develop their craft (formative), and in determining how and when they are utilized (done by the elementary/early childhood staff, summative).

In terms of program development, the data is analyzed in the following way:

A. Each year, data from all faculty, student, cooperating teacher, supervisor, outside observer, and former student final forms are fed into a computer to create a database. The data is derived from the checklists.
B. Totals are tabulated for each group and then comparisons are made between groups (quantitative structure).
C. Each year, each faculty member is responsible for summarizing the comments on the faculty, student, cooperating teacher, supervisor, outside observer, and former student final forms connected with their work (qualitative structure). For team taught courses the students are divided equally amongst the faculty (qualitative structure).
D. Taken together, these two evaluative structures will help us determine which program objectives are being met, and allow us to compare perceptions. This will help us better meet our criteria in the future, help us redefine the nuances of our criteria, and serve as a basis for talking about our program.

In terms of comparing the old and new programs, the data is analyzed in the following way:

A. As we see evaluation in an evolutionary way, that is that evaluation must evolve and develop naturally out of the program itself, then we cannot simply apply our new evaluative structure onto our old program. This would be utilizing criteria that is inappropriate and mismatched.
B. For this reason we use the evaluation already in place within the old system. This involves:
    1. course evaluations
    2. supervisor/cooperating teacher/program evaluation. form(s), done at the end of the program by the student.
    3. student teacher observation forms used by the supervisor.
    4. course requirements
    5. student teacher midterm and final evaluation forms for cooperating teachers.
C. The new evaluative structure is applied to the old program as a pilot, and to provide some base line information (keeping in mind that it is not entirely appropriate for the old program).
D. Data from old and new programs are compared for strengths and weaknesses.

In terms of evaluating the evaluative structure, the data is analyzed in the following way:

A. At the end of the year all participants in the elementary/early childhood program are given a blank copy of the evaluative form (and a description of the evaluative structure as applied to them) and is asked to evaluate the structure itself. Criteria is clarity of design, usefulness for participant, fairness, and the consistency between stated goals and evaluation structure. additional comments are also welcome.
B. The structure is evaluated by elementary/early childhood team.
C. The evaluation advisory panel is also central in evaluating the progress of the design.

Senior Project

Throughout the student's four years at Butler, the courses and student teaching all contribute toward a senior project. This project consists of the following:

1. One curriculum to be used in the student teaching placement.
2. One child study, utilizing a variety of observational techniques.
3. One educational statement, capturing the student's philosophy.
4. A Documentation of at least 50 hours of community service.
5. One videotape of the student's teaching over time.
6. A resume' and cover letter.
7. One hypermedia stack (as described in the integrated lab syllabus).
8. The collection of professional goals for each semester.
9. A plan for an inservice to be done at one of their student teaching placements (with handouts and evaluation).

This documents the work of the student for prospective employers. It also becomes a form of student and program evaluation (the integrated laboratory faculty evaluates these projects as a group). Finally, it serves as a culminating and unifying experience for the student's professional education.

IV. Course Sequence

The following section outlines the course of study for Elementary and Early Childhood students. The first chart illustrates the program path overall. The second chart shows the program guide that would be passed out to our students.

3 Block Design

The following chart divides the professional course of study into three sections (or blocks). In addition to these courses all students will be required to fulfill their core requirements (see subsequent program guide for details).

SOPHOMORE and transfers (BLOCK A)	**JUNIOR** (BLOCK B)	**SENIOR** (BLOCK C)
ED 309 Introduction to Elementary and Early Childhood Education	ED 308 Fundamentals of Reading	ED 490 Student Teaching/Integrated Lab I
ED 241 Psych	ED 315 Language Arts	ED 491 Student Teaching/Integrated Lab Junior High/Middle School I
ED 242 Psych	ED 410 Guidance of Children- Practicum	ED 492 Current Issues in Elementary and Early Childhood Education I
ED 311 Concepts of Education	ED 401 Nutrition Workshop (for Early Childhood only)	ED 493 Student Teaching/Integrated Lab II
ED 307 Children's Literature		ED 494 Student Teaching/Integrated Lab Junior High/Middle School II
ED 401 Drug Awareness Workshop		ED 495 Current Issues in Elementary and Early Childhood Education I

College of Education
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ELEMENTARY EDUCATION MAJOR

Certification Requirements
Elementary Standard License

***indicates a required course**

General Requirements		27 hours
*EN 101	Composition and Critical Thinking (3)	_____
*EN 121	Masterworks (3)	_____
*All students must successfully complete a writing intensive course (designated "W") during the junior or senior year. Please see your advisor for the appropriate courses for your major.		
*SH 101	Public Speaking (3)	_____
*ID 201	Change and Tradition: Cultural and Historical Perspectives I (3)	_____
*ID 202	Change and Tradition: Cultural and Historical Perspectives II (3)	_____
*PE 101	Lifetime Fitness (1)	_____
*PE 102	Lifetime Fitness Activities (1)	_____
*FL	Foreign Language: French, German, Spanish, or Russian (8)	_____
*PE 233	Rhythmic Activities (2)	_____
OR		
*PE 235	Physical Activities for the Elementary Grades (2)	_____

Distribution Requirements

1.	Humanities (one of the following is required)		3 hours
	*EN 221	Themes in Literature (3)	
	*EN 241	The American Dream (3)	
	*EN 245	Major American Authors I (3)	
	*EN 342	Modern American Literature (3)	
	*EN321	World Literature I (3)	_____
2.	Fine Arts		6 hours
	AH 110	Art: A Visual Dialogue (3)	_____
	AH 202	Introduction to the History of Art (3)	_____
	MH 110	Music: A Living Language (3)	_____
	TH 101	The Theater: Plays and Performance (3)	_____
	*ME 351	Methods and Materials of Music (3)	
	OR		_____
	*ED 204	Art in the Elementary Curriculum (3)	
3.	Social Sciences		6 hours
	EC 230	Survey of Principles of Economics (3)	_____
	GE 109	Cultural Geography: Regions of the World (3)	_____
	*HS 126	American Visions (3)	
	OR		_____
	*HS 124	Seminar in U.S. History (3)	
	PO 101	Introduction to Politics (3)	_____
	PS 101	Introduction to Psychology (3)	
	SO 101	Introductory Sociology (3)	_____
	SO 347	Urban Society (3)	_____
	AN 102	Introductory Anthropology (3)	_____
	SO 205	Contemporary Social Issues (3)	_____

4. Natural Sciences — 11 hours

*BI 101	General Botany and Lab (5)	
OR		
*BI 100	Introductory Biology and Lab (5)	_____
*CH 103	Introduction to Chemistry and Lab (5)	
OR		
*CH 105	General Chemistry and Lab (5)	_____
OR		
*PH 105	Concepts of Physical Science and Lab (5)	
*ED 401	Drug Awareness (1)	_____

5. Quantitative and Formal Reasoning — 9-12 hours

*MA 101	Algebra (if needed - please check with your advisor) (3)	___
*MA 104	Introduction to Contemporary Mathematics(3)	
OR		
*MA 103	Statistics (3)	
OR		_____
*PS 201	Experimental Psychology I (5)	
*ED 445	Computers in Education I (or ED 446 Computers in Education II) (3)	_____

6. Professional Education — 52 hours

*ED 309	Introduction to Elementary and Early Childhood Education (3)	_____
*ED 241	Human Growth and Development I (field experience component) (3)	_____
*ED 242	Human Growth and Development II (2)	_____
*ED 301	Human Growth and Development II Field Experience (1)	_____
*ED 410	Guidance of Children (4)	_____
*ED 311	Concepts of Education (3)	_____
*ED 307	Children's Literature (3)	_____
*ED 308	Fundamental Reading Skills and Practicum (field experience and clinical component) (6)	_____
*ED 315	Language in Elementary School (3)	_____
*ED ___	Integrated Laboratory/Student Teaching I (11)	_____
*ED ___	Integrated Laboratory/Student Teaching II (11)	_____
*ED ___	Current Issues in Elementary and Early Childhood Education I (1)	_____
*ED ___	Current Issues in Elementary and Early Childhood Education II (1)	_____

7. Electives — 12 hours

You may use your electives toward adding a minor or endorsement to your certification program. These include: Coaching Endorsement, Junior High/Middle School Endorsements in Language Arts, Science, Social Studies, Mathematics, French, German, or Spanish, Physical Education Minor, Reading Minor, Special Education Minors in Emotionally Handicapped, Learning Disabled/Neurologically Impaired, and Mildly Mentally Handicapped.

TOTAL 126 hours

Please note: If you follow this specified plan you will have met the core curriculum course requirements, the Butler University graduation course requirements, and the initial Indiana certification course requirements for an elementary license.

NOTE: 126 hours are required for graduation from the University. At least 40 of the 126 hours needed for graduation must be in upper-division courses - courses number 300 or above.

APPENDIX A: BUTLER COLLEGE OF EDUCATION COMPETENCIES

Belief A: CHANGE AND RENEWAL

Competencies:

1. Demonstrate a knowledge of educational leadership through an understanding of organizational design

2. Demonstrate and apply research to improve instruction and enhance professional competence

3. Demonstrate knowledge about the process of change in schools

Belief B: COMMUNICATION

Competencies:

1. Demonstrate skills in verbal and non-verbal communication

2. Demonstrate skills in written communication

3. Demonstrate skills in the development of cooperative relationships

4. Articulate content and pedagogical knowledge

5. Demonstrate skills to inculturate children toward life concept of personal growth through active learning

Belief C: DIVERSITY OF CULTURE

Competencies:

1. Adapt instructional resources and strategies to meet the needs of individual differences, such as ethnicity, disability and environment

2. Demonstrate knowledge and instructional strategies which link the school to the broader society

3. Demonstrate knowledge and instructional strategies that utilize the neighborhood and broader community to enhance student learning

Belief D: EVALUATION AND ASSESSMENT

Competencies:

1. Evaluate students on a formative, diagnostic and summative basis

2. Emphasize both qualitative and quantitative evaluation

3. Demonstrate knowledge of appropriate referral procedures

4. Encourage reflection as a tool in self-evaluation

5. Communicate assessments to parents

6. Emphasize constructive feedback and knowledge of results

7. Demonstrate skill in evaluating the quality and appropriateness of the evaluation instruments sent to parents

8. Understand that the concept of evaluation is an on-going process

Belief E: GENERAL AND SPECIALIZED KNOWLEDGE

Competencies:

1. Demonstrate knowledge of educational literature

2. Demonstrate knowledge of curriculum design

3. Demonstrate knowledge of human growth and development as related to learning theory

4. Adapt teaching methods to special needs students

5. Facilitate an effective instructional climate and utilize resources

6. Identify and provide rationale, goals and objectives in curricular planning

7. Design developmentally appropriate content

8. Incorporate methodology for the integration of affective, cognitive, and sensory motor experiences into the curriculum

9. Synthesize the relationship between schooling and the historical, social, legal and philosophical foundations of teaching

Belief F: INTERPERSONAL SKILLS

Competencies:

1. Demonstrate sensitivity to individual differences

2. Create a climate in which the students experience themselves as valued individuals

3. Work with others effectively

4. Communicate an understanding of the experiences of others while maintaining objectivity

5. Establish appropriate personal and professional boundaries when interacting with others in various educational settings

Belief G: LIFELONG LEARNING

Competencies:

1. Demonstrate a commitment to professional development

2. Demonstrate an appreciation for the outcomes of participation in professional development experiences; implementation of personal growth through contemporary professional skill development

3. Demonstrate skills needed to obtain, evaluate and apply related research to teaching and the skills to plan, implement, analyze and summarize field research experiences

4. Demonstrate an understanding of the impact of culture, economics and demographics on lifelong learning

5. Demonstrate and understanding of change through learning as a means of personal adjustment and professional growth

Belief H: TECHNOLOGY

Competencies:

1. Create units of instruction utilizing technology

2. Evaluate the capacity of technology to assist in learning

3. Generate projects utilizing integrative technology

4. Link technology and media to educational goals and objectives

Belief I: SENSE OF SELF

Competencies:

1. Displays an open attitude toward learning new skills and looking at alternate strategies of instructin.(Implies security and cooperation)

2. Accepts constructive critical analysis of instructional skills in an objective manner.

3. Demonstrates a positive though appropriate attitude toward personal and professional responsibilities and goals.

4. Deals with confrontation and conflict in situations where others may disagvree or display inappropriate behavior.

5. Displays interest in nurturance and supportive role with others by encouragement, interest in their ideas, and willingness to help.

6. Asserts self and experesses differing viewpoints from the group nin a rational and effective manner.

APPENDIX B: CHANGES FOR EARLY CHILDHOOD CERTIFICATION

In fulfilling the Early Childhood certification the following changes or adjustments must be made.

First we note that the state allows for the following "in depth minor areas" (required of the student): Sociology and Psychology. Our current information is inaccurate in that it suggests other areas as well. We want to amend this to reflect the state requirements.

Our current information shows the course HE 251 Introduction to Nutrition. This course will be covered through a 1 hour workshop-ED 401.

HE 322: Family Relationships is actually SO: 308: The Family. This course would help fulfill their in depth minor.

The Practicum in Early Childhood Education would be integrated into the new course, Guiding the Behavior of Children, which would be changed from 3 hours to 4. The rationale for this is to provide a theoretical and practical context for both courses. Formerly this course was taken by only early childhood and kindergarten endorsement candidates, but it has now been expanded to cover the age span from toddlers through ten year old children.

We cover the content of Learning Disabilities in two courses, ED 487 or 488 and we strongly advise early childhood students to take ED 404 Young Children with Special Needs. With the implementation of Public Law 99-457 it is important for our students to be better prepared in the area of preschool/special education.

At the undergraduate level, ED 412 Curriculum for Early Childhood Education will no longer be necessary because of the

curriculum component in the integrated laboratory experience. However, ED 412 will still be offered at the graduate level for those students needing a deeper understanding of curriculum issues and design.

It should also be noted that our program fulfills the Kindergarten/Primary license.

APPENDIX C: FACULTY LOAD

Faculty Load Fall

Arthur
1. Introduction (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Sandy (or equivalent)
1. Children's Literature (6 hours)
2. 5-8 student teachers (3 hours)

New Person
1. Introduction (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Doug
1. Introduction (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Ena
1. Introduction (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Kathy (or equivalent)
1. Nutrition (1 hour)
2. Guidance/Practicum (4 hours)

Faculty Load Spring

Arthur
1. Grad course (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Sandy (or equivalent)

1. Children's Literature (3 hours)
2. 5-8 student teachers (3 hours)
3. Curriculum (3 hours)

New Person

1. Grad Course (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Doug

1. Grad Course (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Ena

1. Grad. ECE course (3 hours)
2. 5-8 student teachers (3 hours)
3. Integrated Lab (2 hours)
4. Issues (1 hours)

Kathy (or equivalent)

1. Special Needs (3 hours)- U/G, aft.
2. Guidance (3 hours)- U/G, aft.

Arthur	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Intro	Lab	Issues	5-8 st. trs	
Spring	Grad Course	Lab	Issues	5-8 st. trs	

Ena	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Intro	Lab	Issues	5-8 st. trs	
Spring	Grad Course	Lab	Issues	5-8 st. trs	

Sandy	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Child's Lit	Child's Lit		5-8 st. trs	
Spring	Child's Lit	Grad Course		5-8 st. trs	

Doug	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Intro	Lab	Issues	5-8 st. trs	
Spring	Grad Course	Lab	Issues	5-8 st. trs	

Kathy	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Nutrition	Guidance			
Spring	Special Needs	Guidance			

New Person	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Intro	Lab	Issues	5-8 st. trs	
Spring	Grad Course	Lab	Issues	5-8 st. trs	

APPENDIX D: CLINICAL SCHOOLS DESCRIPTIONS

The following schools represent the type of schools we are looking for as sites for the student teaching and field experiences portion of the Elementary/Early Childhood Program. The "clinical faculty" would be chosen from them.

1. IPS 31. 44 and IPS 49: These schools provide an opportunity for our students to work in a culturally diverse setting within the city of Indianapolis. Such an experience will expand the concepts confronted in the Concepts of Education course and will give preservice teachers the chance to explore firsthand an "inner city" school.

2. Central Lebanon Elementary: This school is one of two pilot schools in the state experimenting with thematic teaching based upon the work of Susan Kovalick. This school is located in a small town with some of its student population drawing from a rural area. This setting would provide an experience with a smaller school corporation outside of the metropolitan area.

3. Indian Creek School, MSD of Lawrence Township: Science and technology are the central focus of the curriculum at this setting This magnet school is involved in such innovative projects as: Integrated Curriculum, Extensive Outdoor Education, and Technology as a Tool. The student population in this metropolitan school is also culturally diverse in nature.

4. Lawrence Central and Lawrence North Centralized Kindergartens, MSD of Lawrence Township: A unique feature of this excellent kindergarten program is that all of the kindergarten classrooms for the entire school district are housed within the two high schools, namely Lawrence Central and Lawrence North. Young children with special needs are also integrated into this setting which is currently in the self-study phase of being nationally accredited by the National Association for the Education of Young Children. Team planning and support among all of the kindergarten teachers will give our students a strong background in appropriate practices in the kindergarten year.

APPENDIX E: COURSE SYLLABI

Current Issues in Elementary and Early Childhood Education

I. Course Title and Number

ED 492 and 495: Current Issues in Early Childhood and Elementary Education I and II.

II. Catalog Description

This course supplements the student teaching seminar and engages the student teacher in issues of relevance that are beyond the scope of typical coursework, such as, HIV/AIDS education, the politics of schools, drug education, and other professional issues. (HOURS 1 per semester)

III. Purposes

The purpose of this course is to make student teachers aware of timely issues that have an impact upon classroom instruction of children, families, and society.

IV. Objectives

1. The student will have an awareness of current issues and their impact on the classroom situation.

2. The student will have a better understanding of the resources, research, and readings related to the classroom environment and its influences.

3. The student will become aware of the policies, procedures, and systems of various issues.

4. The student will become open to change and to other's perspectives.

5. The student will develop a sense of professional ethics.

V. Course Content

1. AIDS education.
2. Child Abuse
3. Retention
4. Parent-Teacher Communications and Conferences
5. Interpretation of test information
6. Informal assessment and record keeping
7. Community agencies

8. Gangs and violence
9. Discipline
10. Using volunteers in the classroom.
11. Brain Research
12. Developmental Appropriate Practice
13. Field Trips/Indiana History
14. Timely issues- eg. Operation Desert Storm.
15. Tribes/Cooperative Learning
16. Unions/Salary/What Should I Look for in a School/Job.
17. School Referrals eg. Speech, Special Education, Chapter 2.
18. Professional Behavior as a Teacher

VI. Instructional Strategies

1. Guest Lectures
2. Lecture
3. Discussion
4. Cooperative Learning
5. Role Playing
6. Peer Teaching

VII. Required Text

No textbook is required but required reading will be assigned from current educational journals relating to course content.

VIII/IX. Course Requirements/Methods of Evaluation

1. Participation and Attendance
   Criteria: Attendance, support of classmates, effort, positive attitude.

2. Written Assignments
   Criteria:

3. Transfer to Own Classroom Teaching
   Criteria:

X. Methods of Student Evaluation

As per the early childhood/elementary program (see proposal for details).

XI. Bibliography

Current literature in education, eg. *Phi Delta Kappan*

Other resources from state agencies, such as, the Department of Education, Department of Human Services, State Board of Health, etc. can also be utilized for this class.

Integrated Lab/Student Teaching

I Course Title and Number

ED 490/491 and ED 493/494. Integrated Laboratory and Student Teaching I and II.

II. Catalog Description

The content and methodology of early childhood and elementary school mathematics, science, social studies, and effective pedagogy. Practical experience in approved elementary and junior high/middle schools under the guidance of a regular classroom teacher and the university staff; includes observations, planning, classroom management, actual teaching and directing student activities. Prerequisites: Successful completion of the PPST, full admission to the College of Education, senior or graduate standing, completion of all other certification requirements, and approval of the director of student teaching. Fee (U) (HOURS 11 each semester).

III. Purposes

This course uses teaching strategies with integration of thematic integrating of content with student teaching. A hands-on approach to teacher behavior, teacher thinking, and technique.

IV. Objectives

1. The student will have demonstrated ability to use teaching techniques appropriate for developing understanding, problem-solving ability, computational and critical thinking skills.
2. The student will have demonstrated ability to use concrete ("hands-on", manipulative) materials and visual aids.
3. The student will be able to acquire observational skills through directed experiences.
4. The student will be able to apply, analyze, synthesize and evaluate the behavior of children based upon their knowledge of child growth and development ("ages/stages"; theories of Gagne, Ausubel, Maslow, Erikson, Piaget).
5. The student will be able to analyze, synthesize and evaluate the cognitive, social-emotional and physical development of a child through the compilation of a case study
6. The student will be able to identify, discuss/describe and assimilate appropriate guidance/classroom management practices (specific observations regarding transitions; beginning and closing of a lesson or activity; meeting individual needs of children; large group management; ways to foster self-control and prosocial behavior; handling aggression).
7. The student will be able to be able to explain the basis or premise of specific pedagogical approaches as related to the roles of the learner and teacher.
8. The student will be able to observe and describe teaching strategies that utilize the various modalities and subsequent curriculum adaptations.

9. The student will be able to develop and enhance the empathy of the teacher education student through a heightened awareness and understanding of children, parents, teachers and the totality of the school as an institution.
10. The student will be able to list and describe the types of decisions both immediate and long-term, made by the teacher.
11. The student will be able to participate in self-evaluation as to their own effectiveness as a teacher following their experience in presenting an integrated unit.
12. The student will be able to develop individual performance goals based upon their self-evaluation.
13. The student will provide professional development for teachers in developing a *process skills* approach for teaching content. This course will emphasize process more than content.
14. The student will develop skills for working a variety of classroom groupings.
15. The student will become familiar with several technologies to enhance classroom instruction.

V. Course Content

1. Research in elementary education
2. Problem Solving
3. Reflection
4. Multicultural education
5. Evaluation and assessment
6. Questioning
7. Set and closure
8. Motivation
9. Principles of reinforcement and feedback
10. Delving and desisting
11. Task analysis
12. Listening and questioning
13. Principles of transfer and retention
14. Objectives and lesson planning
15. Learning styles
16. Application of child growth and development in planning
17. Interpersonal skills and cooperative learning
18. Resources
19. Technology
20. Classroom environment and settings

VI. Instructional Strategies

1. Lectures
2. Discussion
3. Role Playing
4. Simulations
5. HyperMedia
6. Cooperative Learning
7. Field Trips
8. Guest Lectures
9. Peer Teaching

VII. Required Texts

A Decalogue for Teaching Mathematics. (1990). Carrol E. DeBower & Kari L. DeBower. Bloomington, IN: Phi Delta Kappa

Invitations to Science Inquiry (2nd Ed.). (1981) Liem, Tik.. Lexington, MA: Ginn Press.

Mathematics Methods for the Elementary and Middle School: A Comprehensive Approach (1989). Bitter, Hatfield, and Edwards. Allyn and Bacon.

Mastery Teaching. (1986) Madeline Hunter. Tip Publications.

The Open Classroom. (1969). Kohl, Herbert. The New York Review.

Teacher Expectations and Student Achievement Manual, Phi Delta Kappa.

Teachers Make the Difference. (1986). Susan Kovalik. Discovery Press.

Teaching and Learning Elementary School Social Studies. (1986). Ellis, Arthur K. Allyn and Bacon, Inc.

VIII/IX. Course Requirements/Methods of Evaluation

1. Participation and attendance
   Criteria: Attendance, support of classmates, effort, positive attitude.

2. Curriculum Design
   Criteria: Plan,implement, and evaluate a thematic, integrated teaching unit.

3. Child Study
   Criteria: Each student will complete a detailed child study.

4. Observation Activities

5. Lesson Plan Design
   Criteria: Students will use Critical Elements of Instruction (CEI) and plan lessons for a particular grade level.

6. Reflection
   Criteria: Students will reflect upon their own teaching through written observations, use of cassette to keep a "log" of personal experiences, and by sharing experiences in class.

7. HyperCard Stack

Criteria: Students will design a HyperCard stack which will include the following:f
- 10 cards minimum
- At least one button on each card
- Non-linear
-At least one field on each card
- At least one copied graphic in the stack
- At least one drawn graphic in the stack

8. Videotapes
   Criteria: Students will make videotapes of selected lessons. Students will view this tapes with their cooperating teacher and university supervisor. Students should also view the tapes by themselves for self-evaluation purposes.

9. Research Articles
   Criteria: Students will read and critique research articles pertaining to class topics. Looking for clarity and organization of writing and ideas. Articles *must* be word processed.

10. Professional Development
    Criteria: Students will attend inservices at their student teaching site and attend local and regional professional conferences.

11. Coding Opportunities
    Criteria: Students will code other student teachers and cooperating teachings utilizing their TESA (Teacher Expectation and Student Achievement) skills.

12. Senior Project

Throughout the student's four years at Butler, the courses and student teaching all contribute toward a senior project. This project consists of the following:

1. One curriculum to be used in the student teaching placement.
2. One child study, utilizing a variety of observational techniques.
3. One educational statement, capturing the student's philosophy.
4. A Documentation of at least 50 hours of community service.
5. One videotape of the student's teaching over time.
6. A resume' and cover letter.
7. One hypermedia stack (as described in the integrated lab syllabus).
8. The collection of professional goals for each semester.

9. A plan for an inservice to be done at one of their student teaching placements (with handouts and evaluation).

This documents the work of the student for prospective employers. It also becomes a form of student and program evaluation (the integrated laboratory faculty evaluates these projects as a group). Finally, it serves as a culminating and unifying experience for the student's professional education.

13. Planning the first week of school
Criteria; Students will plan activivites, etc. for their first week of school as a classroom teacher.

X. Methods of Student Evaluation

As per the early childhood/elementary program (see proposal for details).

XI. Bibliography

Banks, James A. (1987). *Teaching Strategies for Ethnic Studies, Fourth Edition.* Boston: Allyn and Bacon

Butler, Kathleen. *Learning and Teaching Style: In Theory and Practice.* Maynard,Mass: Gabriel Systems, 1986.

Driscoll, Mark J. (1980). *Research Within Reach: Elementary School Mathematics.* Reston, VA: National Council

Effective Teaching of Mathematics (1987) Madison,Wisconsin: State of Wisconsin, Department of Public Instruction

Error Patterns in Computation (5th Edition) (1990) by R. Ashlock. Columbus, OH: Merrill Publishing Co.

Finn, Chester. Research in Brief: How the Experts Teach Math. Washington, D.C.: Office of Educational Research and Improvement.

Good, Thomas and Jere E. Brophy. *Looking in Classrooms, Third Edition.*San Francisco: Harper and Row, 1984.

Hennings, Dorothy Grant, et al. (1989) *Today's Elementary Social Studies, Second Edition.* New York: Harper and Row.

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